

WASHINGTON COLLEGES – DO NO COMPLETE
UNTIL YOU ARE SELECTED AS A FINALIST!!!



Campus Compact

Connect2Complete

REQUEST FOR PROPOSALS



Campus Compact
www.compact.org

45 Temple Place
(617) 357-1881 x209

Boston, MA 02111
sberger@compact.org

Table of Contents

The C2C Vision	2
Eligibility.....	2
Definitions.....	3
Program Components	3
Timeline	4
Review Process and Selection Criteria	5
Questions	7
Application Procedures.....	7
Grant Proposal Checklist.....	8
Program Overview	9
State Affiliate Title Page	10
State Affiliate Application.....	11
Community College Title Page	13
Community College Application.....	14
Appendix A – Budget..... (separate Excel document)	
Appendix B – Budget Narrative	17
Appendix C – Letter of Commitment	20
Appendix D – Letter of Support	21

**WASHINGTON COLLEGES – DO NO COMPLETE UNTIL YOU
ARE SELECTED AS A FINALIST!!!**

WITH FUNDING FROM THE BILL AND MELINDA GATES FOUNDATION, the *Connect2Complete* (C2C) pilot project aims to address the critical needs of low-income community college students enrolled in developmental education courses who experience significant barriers to obtaining postsecondary credentials. By connecting these students with peer advocates, the project seeks to increase student persistence. Campus Compact will fund nine campuses in three states to implement the project. Selected campuses will receive up to \$175,000 over two academic years. Selected State Compacts or Maricopa Community Colleges will receive \$40,000 per year for three academic years ending in June 2014.

The C2C Vision

Campus Compact seeks to build evidence of success through implementation of the C2C pilot projects, proving that colleges that utilize peer-to-peer advocacy and that build student social capital, leadership development, and community engagement, can positively impact retention and persistence. Mobilizing successful students in support of students who face obstacles to completion has the potential to influence community college practice and result in significant increases towards persistence and retention. We believe that the values of academic success, community/campus connections, and social justice can be transformative for C2C students, peer advocates, and for the community college as a whole.

Community colleges selected for C2C will commit to developing and testing the C2C model. Campus Compact, together with the pilot sites will use data and evidence from the pilot projects to support the identification of the essential elements necessary to codify a peer-to-peer model. For growing the model on the pilot campuses and for widespread adoption and lasting impact beyond the pilot phase, state affiliates will work in partnership with Campus Compact to identify a financing model for C2C, with an emphasis on leveraging and repurposing existing revenue streams such as work-study. This short-term pilot project has the potential to catalyze long-term systemic change for community colleges.

Eligibility

1. States eligible to apply include Florida, New York, North Carolina, Ohio, and Washington. The Maricopa Community Colleges in Arizona is also eligible to apply. These entities from here forward will be referred to as the “state affiliate.”
2. State affiliates are to apply in partnership with three community colleges in the state. Community colleges will be selected at the discretion of each state affiliate.

3. Community college and state affiliate applicants must be Campus Compact member institutions in good standing prior to applying for the grant and must commit to full participation in the C2C pilot project.

Definitions

<i>Campus Compact:</i>	Campus Compact national office.
<i>State affiliate:</i>	Includes the eligible state Compact offices (FL, NY, NC, OH, WA) and Maricopa Community Colleges.
<i>Peer advocates:</i>	Community college students recruited to support the target population.
<i>C2C students:</i>	Target population students. These students are Pell Grant eligible and enrolled in a minimum of one developmental education course.
<i>Semester group:</i>	The C2C students that a campus engages over the course of a semester.
<i>Cohort:</i>	The group of C2C students that each peer advocate supports over the course of a semester.

Program Components

1. Campus Compact will fund three state affiliates and three community colleges in each of the eligible states. Each community college and state affiliate will be sub-grantees of Campus Compact.
2. Each state and three community colleges collectively will enroll/recruit at least 1,500 C2C students in their C2C program. Campuses will have from January 2012, through December 2013, or a total of six semesters including summers, to engage their total number of C2C students. Campuses will enroll C2C students for a minimum of three semesters. The number of students engaged each semester and by each campus can vary, but campuses will need to report data within a month of the final semester. The three campuses will work in partnership with their state affiliate to determine how the numbers of C2C students are reached each semester and by each campus. Each campus will receive the same grant amount regardless of the number of C2C students and peer advocates engaged.
3. Campuses should use a minimum of one of the following approaches for incentivizing participation in the program by the peer advocates:
 - a. ***Work-Study Program***—Peer advocates are incentivized through federal work-study to support participation.
 - b. ***Leveraging Credit***—Peer advocates participate in credit-bearing leadership courses that include curricula to train and mobilize them in support of the C2C students.

- c. ***AmeriCorps and Leveraging Credit***—Peer advocates are incentivized through AmeriCorps and credit-bearing leadership courses to support participation.
4. C2C students will be Pell Grant eligible and enrolled in a minimum of one developmental education course. While there is no age requirement for C2C students and peer advocates, we are particularly interested in strategies that engage students aged 18–26.
5. Peer advocates should be achieving academic success and demonstrate the following qualities: a desire to serve as a role model to other students, affinity to be a team player, strong communication skills, and a desire to further their leadership potential. Peer advocate characteristics could optimally include similar backgrounds and experiences to the C2C students.
6. Peer advocates will engage C2C students both one-on-one and in cohorts.
7. Program design will include community engagement activities and leadership development for peer advocates and C2C students, including participation in the design and evaluation of the program (student voice).
8. The campus will connect faculty, campus systems, student services, and community services with the C2C program to focus on the completion agenda.
9. Strong presidential and leadership support at the community college level will be demonstrated to sustain C2C.
10. C2C programs will adopt innovative approaches to using new technology and social media.
11. Campuses will have data collection systems in place and be prepared to track student persistence data.
12. Campuses will utilize and document curricula for leadership development, student engagement, peer advocacy, asset mapping, and be committed to supporting the development of an effective peer-to-peer model.

Timeline

September 12, 2011	Request for Proposals distributed
September 15, 2011	Theory of Change Webinar
October 12, 2011	Completed proposals due at 5 pm EST
October 24, 2011	Sub grantees notified of awards
November 9 & 10, 2011	Sub grantee meeting
January 2012	Sub grant begins
December 2013	Community college sub grant ends
June 2014	State affiliate sub grant ends

Review Process and Selection Criteria

Sub-grants will be awarded through a competitive peer review process. Campus Compact will engage individuals from higher education institutions and retention-focused higher education programs to determine which sub-grants will be funded. The following criteria will be used to select the sub-grantees to receive funds.

State Affiliate Selection Criteria (40 total points)

Community College Selection Criteria (60 total points)

Corresponding numbers and letters provide guidance as to which section of the proposal narrative relates to the selection criteria. Point values for each section are also given.

NEED - 10 points

#1

Need is compelling and clearly demonstrated.

PROJECT DESIGN - 15 points

#2 Section A

College Selection Process: The rationale for the selection of community colleges is logical and fair, and the process between the state affiliate and the campuses for arriving at the approaches described in the application was collaborative.

#2 Section B

Support to Campuses: The state affiliate has a comprehensive plan for developing and supporting a learning community and using knowledge gained to integrate C2C into the state affiliate's agenda.

NEED - 10 points

#1

Need is compelling and clearly demonstrated.

PROJECT DESIGN - 20 points

#2 Sections A, B C

Program Structure/Timeline/Incentives:

Project activities are structured to ensure desired outcomes for C2C students (increased persistence and academic success). Project activities are designed to ensure that peer advocates are screened, trained and supervised and that their participation will be incentivized.

#2 Section D

Student Voice & Leadership Development:

Project activities are designed so that student participants have a voice and a leadership role in the design, implementation and evaluation of the program.

<p>INSTITUTIONAL READINESS - 10 points #3 Section A, B The state affiliate shows evidence of institutional readiness through experience with activities that support the community college completion agenda.</p>	<p>#2 Section E <i>Community Engagement:</i> Project activities are designed and structured to increase C2C student and peer advocate engagement with their peers, the college, and the broader community.</p> <p>#2 Section F <i>Integration of Services:</i> Program design will connect and leverage faculty, campus systems, campus services, existing developmental education reform efforts, and community services with the C2C program to focus on retention and completion.</p> <p>#2 Section G <i>New Technology and Social Media:</i> Project design includes the adoption of innovative approaches to using new technology and social networks/media to help in meeting the support/community building needs of the C2C students.</p> <p>INSTITUTIONAL READINESS - 15 points #3 Section A, B The campus shows evidence of institutional readiness with some of the following systems/programs already in place:</p> <ul style="list-style-type: none"> • Peer-to-peer support programs; • Systems for communication/ coordination; across departments and programs; • Leadership programs; • Leadership trainings/student orientation; • Data collection capacity and systems.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>BUDGET - 5 points Appendix A & B</p> <p>The planned use of funds is clear and appropriate.</p>	<p>SUSTAINABILITY - 5 points #4</p> <p>There is a plan for sustainability of the C2C program on the campus past the grant period.</p> <p>BUDGET - 5 points Appendix A & B</p> <p>The planned use of funds is clear and appropriate.</p> <p>INNOVATION/REPLICATION - 5 points Holistic</p> <p>Program design is innovative and can serve as a model for others.</p> <p>**Community colleges that are currently actively working to improve persistence and completion for developmental education students (including those in the Gates Foundation supported projects/networks) are encouraged to apply and leverage/connect that existing work.</p>
-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In the spirit of transparency, prospective grantees should know that Campus Compact will also be taking into account demographic diversity across the portfolio of selected grantees.

For Questions

Contact Shana Berger, C2C Project Manager, Campus Compact, 617 357-1881 x209 or sberger@compact.org.

Application Procedures

- The state affiliate and three community colleges develop the proposal in collaboration. The state affiliate compiles and sends the entire application.
- The community college narrative should be no more than 10 single-spaced pages excluding supporting documents. The state affiliate narrative should be no more than 5 single-spaced pages excluding supporting documents.
- Use letter page format, 12-point font, and one-inch margins and include the page number in the bottom right-hand corner.

- Send all completed materials as a single **MS Word file** and attach the budgets as separate MS Excel files to sberger@compact.org with “C2C Program Proposal” in the subject line **by October 12, 2011 5:00 PM EST.**

Grant Proposal Checklist

Program Overview completed by state affiliate

State Affiliate Application (completed by state affiliate)

- ⑦ State affiliate title page
- ⑦ Narrative (limit 5 pages)
- ⑦ Budget for grant funds (Appendix A)
- ⑦ Budget narrative for grant funds (Appendix B)

Community College Applications (completed by C2C Lead Staff at each of the three community colleges)

- ⑦ Community college title page
- ⑦ Narrative (limit 10 pages)
- ⑦ Budget for grant funds (Appendix A)
- ⑦ Budget narrative for grant funds (Appendix B)
- ⑦ Letter of commitment (Appendix C)
- ⑦ Letter of support (Appendix D)

Program Overview (To be completed by the state affiliate.)

Abstract: Summarize the content of the proposal (half page).

Project Description: Provide language the state affiliate, colleges and partners would use to describe the C2C program in promotional publications (3–5 sentences).

Applicants:

State Affiliate: _____

Three Community Colleges: _____

Proposed numbers of C2C students to be enrolled/recruited:

Please write in the name of each community college to the right.	Community College #1:	Community College #2:	Community College #3:
# C2C students in 1 st semester group (Jan. 2012)			
# C2C students in 2 nd semester group (June 2012)			
# C2C students in 3 rd semester group (Sept. 2012)			
# C2C students in 4 th semester group (Jan. 2013)			
# C2C students in 5 th semester group (June 2013)			
# C2C students in 6 th semester group (Sept. 2013)			
Total # of C2C students served (the numbers in this row should be equal to or greater than 1,500).			

State Affiliate Title Page (To be completed by state affiliate.)

C2C PROGRAM LEAD

This person will be the point person within the state affiliate responsible for communications and coordination with Campus Compact.

Name:

Title:

Role with C2C:

Mailing address:

Phone:

Fax:

Email:

CHIEF FINANCIAL OFFICER

Name:

Title:

Role with C2C:

Mailing address:

Phone:

Fax:

Email:

C2C OTHER PROGRAM STAFF

Name:

Title:

Role with C2C:

Mailing address:

Phone:

Fax:

Email:

I certify that the contents of the proposal are true to the best of my knowledge, and that if chosen, the state affiliate intends to carry out the grant as stated in the proposal.

Signature of authorized state affiliate representative:

_____ Date: _____

Signature of Chief Financial Officer:

_____ Date: _____

State Affiliate Application (To be completed by state affiliate.)

PROPOSAL NARRATIVE

Describe your plan to support the selected community colleges' C2C programs. In your narrative response, consider the questions below:

1. Need (10 points)

- a. What are the completion rates of community college students in your state and the demographics of the state's high-risk students for non-completion?
- b. What impact do you expect the C2C program to have on influencing the retention and completion agenda on a state level?

2. Program Design (15 points)

A. College Selection Process

- a. How did you go about selecting the three community colleges for this application? How did you ensure fairness? What was your rationale for designing the process in this way? What criteria did you use for final selection?
- b. How did the state affiliate and the three community colleges arrive at the approaches described in the application?

B. Support to Campuses

- a. How will you develop and support a state-based learning community for the community college grantees?
- b. How will you incorporate/incentivize participation in a state-based learning community from all member Compact community colleges regardless of whether they receive funding in order to increase potential adoption?
- c. How will you advocate for additional stakeholder support to integrate C2C into the state affiliate's agenda?

3. Institutional Readiness (10 points)

A. Evaluation, Data Collection & Dissemination: Campuses will participate in an evaluation conducted by a third party. Data collection activities will include use of student record data and administration of surveys.

- a. Who at the state affiliate will be responsible for collaborating with the third-party evaluators? What is this person's role at the state affiliate?
- b. Do you already collect data from any of the three selected colleges? Explain.
- c. How do you plan to disseminate program results and highlights?

B. *Organizational Capacity*

- a. What are the state affiliate's goals and current or past activities related to developmental education reform and/or college completion?
- b. What unique characteristics or activities of the state affiliate make you particularly well suited to support the colleges' C2C program?
- c. What challenges might you face in carrying out the activities of the proposal and what steps will you take to address these challenges?
- d. If the pilots are successful, how will you identify and leverage funds to sustain and scale C2C projects on the campuses beyond the grant period and to gain greater adoption of the project beyond the three proposed campuses?

Community College Title Page (To be completed by the community college)

COMMUNITY COLLEGE: C2C PROGRAM LEAD (attach resume if appropriate)

This person will be the point person within the community college responsible for communications and coordination with Campus Compact.

Name:

Title:

Role with C2C:

Mailing address:

Phone:

Fax:

Email:

COMMUNITY COLLEGE: CHIEF FINANCIAL OFFICER

Name:

Title:

Role with C2C:

Mailing address:

Phone:

Fax:

Email:

COMMUNITY COLLEGE: C2C OTHER PROGRAM PERSONNEL

(attach resume if appropriate)

Name:

Title:

Role with C2C:

Mailing address:

Phone:

Fax:

Email:

I certify that the contents of the proposal are true to the best of my knowledge, and that if chosen, the community college intends to carry out the grant as stated in the proposal.

Signature of authorized community college representative:

_____ Date: _____

Signature of community college Chief Financial Officer:

_____ Date: _____

Community College Application (To be completed by the community college.)

PROPOSAL NARRATIVE

Describe your plan to develop a C2C program. In your narrative response, consider the questions below:

1. Need (10 points)

- What are the completion rates of community college students at your college, the demographics of the college's high-risk students for non-completion and the demographics of the community?
- Will you be targeting a specific population within developmental education (students closer to completion, students further from completion, subject area specific)? What led you to this decision?
- What data and/or identified needs or assets led you to address the issue of non-completion?

2. Program Design (20 points)

As you describe your C2C program design, cite the research related to best practice you have used to inform your decisions.

A. Program Structure

- How many C2C students and how many peer advocates do you anticipate engaging in each of the 3–6 semester groups? What is the rationale for these numbers?

# C2C students in semester group #1	# C2C students in semester group #2	# C2C students in semester group #3	# C2C students in semester group #4	# C2C students in semester group #5	# C2C students in semester group #6	Total # C2C students engaged
# peer advocates in semester group #1	# peer advocates in semester group #2	# peer advocates in semester group #3	# peer advocates in semester group #4	# peer advocates in semester group #5	# peer advocates in semester group #6	Total # peer advocates engaged

- b. How will you identify and select peer advocates and C2C students and match them?
How will you provide ongoing support and supervision to peer advocates?
- c. How will you train peer advocates to help C2C students access support and services on campus? What are key components of the curricula for peer advocate training and orientation? How will the peer advocate training be structured?
- d. What will orientation for the C2C students look like and how will the peer advocates play a role in that orientation?
- e. How many C2C students will each peer advocate work with and how many hours per week do you anticipate each peer advocate will devote to his/her cohort?
- f. How will the peer advocates work with the C2C students (one-on-one, in cohorts, other ways) and how will the peer advocates build community among their C2C student cohort? With other cohorts?
- g. What types of support will the peer advocates provide to C2C students? Provide two examples.
- h. For how many semesters will each C2C student be supported by a peer advocate? In what ways, if at all, will the level of support change over time?

B. Timeline

- a. What will the student experience be for a C2C student and a peer advocate from first point of contact to completion of the C2C program? Provide a timeline for program activities including peer advocate/C2C student selection and matching, orientations, trainings, community engagement activities, and other program activities for one example semester.

C. Incentivizing Participation for Peer Advocates

- a. Will you incentivize participation by peer advocates through work-study, a credit bearing course, or AmeriCorps and a credit-bearing course?
- b. What other incentives will you offer peer advocates?
- c. How will you recognize the accomplishments of peer advocates and C2C students?

D. Student Voice & Leadership Development

- a. How will C2C students and peer advocates have a voice and a leadership role in the design, implementation and evaluation of the program?
- b. How will you engage peer advocates and C2C students in leadership development? What are key components of the curricula for leadership training? How will leadership training be structured?

E. Community Engagement

- a. In what ways do you plan to integrate community engagement (community service, service-learning, community based research, etc.) with the C2C program for C2C students and peer advocates?
- b. How will you structure the integration of community engagement with the C2C program?
- c. If you plan to incentivize peer advocate participation through a credit-bearing class, how will you incorporate community engagement?
- d. What partnerships might the college draw upon for community engagement activities?

F. Integration of Services

- a. Within which office or department on campus would the program be placed?
- b. How has the college involved staff from across multiple departments/programs in the development of this proposal and how will the program be implemented with support and participation from these departments/programs? Please provide a list of all existing student support services and assets that will be connected to the C2C program as an attachment.
- c. Is the college currently engaged in reform efforts (such as work supported by the state higher education system and/or any national networks, such as, Achieving the Dream, Completion by Design, Communities Learning in Partnership, Gateway to College/Project DEgree, Accelerating Opportunities, etc.) to address persistence and retention, and if so, how will your C2C program be integrated with these efforts?
- d. What role will faculty have in the C2C program? How will faculty be selected to participate? What incentives will be provided to encourage faculty participation?

G. New Technology and Social Media

- a. How will the C2C program utilize new technologies and social media as a communication tool between peer advocates and C2C students and/or in other ways?

3. Institutional Readiness (15 points)

A. Evaluation, Data Collection & Dissemination: Campuses will participate in an evaluation conducted by a third party. Data collection activities will include use of student record data and administration of surveys.

- a. What systems already exist for collecting data? (national surveys, CCSSE (Community College Survey of Student Engagement), institution-wide reporting)
- b. Who at the college will be responsible for collecting data and collaborating with the third party evaluator? What is this person's role at the college?
- c. How do you plan to disseminate program results and highlights?

B. *Organizational Capacity*

- a. What are the college's mission/goals and current or past activities related to developmental education reform and/or college completion?
- b. What experience does the college have with creating student opportunities for mentoring, orientation, leadership, community engagement and student voice and how might these experiences be integrated with the C2C program?
- c. What unique characteristics or activities of the college make it particularly well suited to implement this program?
- d. What challenges might you face in carrying out the activities of the proposal and what steps will you take to address these?

4. Sustainability (5 points)

- a. What is your plan for identifying and leveraging funds such as work-study to sustain and scale the C2C program on your campus beyond the sub-grant period?

Appendix B – Budget Narrative (5 points)

The budget component of your grant proposal consists of the budget narrative contained in a separate MS Word document and the budget template contained in a separate MS Excel document.

ALLOWABLE COSTS

Examples of allowable costs include any of the following that are directly attributable to the execution of the C2C program: staff/faculty salaries and fringe benefits, consultants, sub-awards, supplies, travel, publication and dissemination of materials, professional development, equipment, food. Indirect costs are allowed up to a rate of 7%.

NON-ALLOWABLE COSTS

Since one important purpose of this grant is the repurposing of existing funds, only 10% of the grant may be used for stipends to pay peer advocates or other students in leadership roles. Direct facilities are non-allowable costs.

1. If you already have funding that will help to make this grant successful, list the source(s) of funding and how the funds will support the C2C program.
2. **For campuses only:** Provide the monetary value that will be leveraged for work-study and/or AmeriCorps and for any activities related to the development of credit-bearing courses for which you are not seeking funding in this proposal. Explain how you arrived at these figures.
3. Provide detailed budget information to support each line item in your budget (also listed below) and how you arrived at the proposed expenses. See examples.

Personnel & Benefits: Please include each staff member individually with salary and benefits separate. (e.g. Samir Singh – Salary [\$ per year @ 50% time] or Marley Bell - Benefits [\$ annual salary @ 35% benefit rate])

Consulting: Describe the work to be performed and the cost assumptions used (including estimates of the number of days to be worked and the daily rate), (e.g. Mark Desy – Consultant for XYZ payment)

Materials and Supplies: Describe the item(s) being requested and the purpose of the item(s). (e.g. XYZ Supply – for XYZ purpose 50 @ \$ each)

Equipment: Describe the item(s) being requested and the purpose of the item(s). (e.g. XYZ Equipment for XYZ purpose – @ \$ each)

Printing and Publications: Describe the item(s) being requested and the purpose of the item(s). (e.g. XYZ Publication - # prints @ \$ for pieces)

Travel and Accommodations: Include a brief description of the travel required breaking out costs by purpose of the travel. (e.g. # partnership site visits at an average of # miles roundtrip x 2 years)

Conferences: Include the estimated number of conferences, attendees and cost per attendee. (e.g. XYZ Conference - # C2C staff/students x \$travel/airfare + # nights hotel @ \$ + \$ daily per diem of \$##)

Other Direct Costs: Describe the item(s) being requested and the purpose of each cost as it relates to the C2C Program.

Appendix C – Letter of Commitment

Provide one letter of commitment from your college president/chancellor.

Appendix D – Letter of Support

Provide one letter of support from a representative of a community partner organization.